



Venture
Learning

EAL Policy

Venture Learning

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Our Vision:

Venture Learning is a place where everyone belongs. Together we create a culture of respect and collaboration where diversity and individuality are celebrated. We believe that trusting relationships are the key to nurture and support talents and skills.

We aim to create our culture through:

- Developing resilience so that everyone takes risks and challenges themselves.
- A curriculum that encourages children to be independent thinkers, to be resourceful and to reflect on their learning.
- An warm and welcoming learning environment for all our students.

Statutory Framework

This policy is informed by:

- Equality Act 2010
- Human Rights Act 1998
- Teachers' Standards (2012)
- National Curriculum in England Framework (updated December 2014)
- Working Together to Safeguard Children
- Ofsted Education Inspection Framework

The school recognises that all teachers are teachers of language and have responsibility for supporting pupils who use EAL to access learning across the curriculum

Venture Learning maintains high expectations for all pupils who use English as an Additional Language. EAL learners will have equitable access to the full curriculum and wider school life. Staff recognise that a pupil's cognitive ability may exceed their current level of English proficiency and will therefore ensure that language barriers do not limit opportunities to demonstrate knowledge, understanding and potential.

Introduction:

At Venture Learning we have the potential to be serving students with a variety of different languages. Although we have a multi-cultural and diverse school we need to be prepared for an increase in pupils with English as an Additional Language (EAL). Venture Learning recognises that bilingualism and multilingualism are valuable strengths. Pupils learning English as an Additional Language are entitled to full access to a broad, balanced and ambitious curriculum. Progress will be evaluated in relation to both language acquisition and curriculum learning, recognising that proficiency in academic English develops over time

Definition of EAL



A pupil is recorded as having English as an Additional Language if they are exposed to a language at home that is known or believed to be other than English.

EAL learners represent a diverse group, including pupils who are:

- New to English
- Developing competence in English
- Fluent English speakers
- Refugee and asylum-seeking pupils may require additional educational, pastoral and wellbeing support. The school will consider previous educational experiences, interrupted schooling and potential trauma when planning provision
- Advanced bilingual learners

Aims:

- Communicate a clear vision within the school for EAL learners, with a sense of purpose and high aspirations for all pupils
- Commit to equitable and inclusive practice and tackle discrimination so all learners achieve their potential
- Ensure that EAL pupils are fully integrated in school life
- Inspire, motivate and ensure quality of provision for all learners
- To ensure that the teaching encourages all EAL pupils to progress academically and to intervene should this progress fall below expectations
- Collaborate and build good relations with parents/carers to ensure pupils succeed
- Promote ethnic, linguistic and cultural diversity in our curriculum and assemblies
- Support vulnerable students, including refugee and asylum seekers

Induction Process

- Before admission, pupils and parents will be invited to visit and will be introduced to the team. If the commissioning school has an EAL lead, they will also be invited in to this meeting.
- Data will be gathered with as much information as possible, to maintain the progress of newly arrived children, including previous schooling, languages spoken, and any other need the pupil has
- We will assess their language acquisition as they start in order to give us a baseline judgement
- A buddy will help the pupil in class and help with any routine through the day, a visual timetable will also be provided



- A key worker from the staff team will be appointed as a point contact for both the student and their parents.
- If sufficient information is not available from the commissioners, Venture Learning will initially assess the pupils on language, writing, reading and maths
- EAL teaching and learning will take place within all lessons and subjects
- Intervention and groupings will be discussed with appropriate staff
- For 'new to English' pupils, the Nottingham City framework for EAL language levels will apply
- Our more able pupils will follow the school curriculum (with support in class) and may be withdrawn for support with any subject specific vocabulary during the afternoon lessons.
- Staff will make every effort to engage parents, seeking support from existing parents who speak the same language if appropriate.

Assessment and Monitoring

The school will:

- Establish a baseline on entry
- Assess speaking, listening, reading and writing separately where appropriate
- Monitor attainment and progress termly
- Compare progress against both language acquisition and curriculum expectations
- Use assessment information to inform teaching, intervention and curriculum planning

Staff will:

- Model accurate spoken and written English
- Explicitly teach academic vocabulary
- Use visual supports and scaffolding
- Check understanding frequently
- Provide opportunities for structured talk
- Build on prior knowledge and first language skills
- Adapt lesson materials without reducing curriculum ambition
- Encourage collaborative learning and peer support

EAL or SEN

Children who do not have English as their first language are not deemed to have special education needs. Where additional support is required, personalised provision and targets will be identified through assessment, classroom planning and graduated support approaches.

Once they have reached a point of language acquisition it may be deemed that they have additional needs which need to be addressed.

Triggers for Concern (The pupil has entered the school for more than three terms)



- Language acquisition progress below expected levels
- Unusually slow work rate compared with peers
- Little response to teacher intervention (supported by visuals)
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension, or limited unaided writing
- Poor listening and attention skills
- Poor ability in first language
- Inability to acquire basic number concepts
- Parent/Carer expressing a concern over child's progress
- Pupil has difficulties in lessons that are less language dependent
- Emotional and behavioural difficulties

